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ABSTRACT

This guide is designed to help the preservice or inservice vocational teacher or other occupational trainer understand the general nature and use of the performance-based teacher education (PBTE) materials. The information is organized in an easy-to-read, question-and-answer format. Questions that are felt to be of concern to teachers are categorized under two major headings: Part 1--Questions about PBTE in General and Part 2--Questions about the National Center's PBTE Materials. The second part addresses who developed the materials, why the modules were developed, what the modules are like, and how the modules can be used most effectively. Part 3 consists of a list of PBTE terms and their definitions that the teacher should know. (YLB)

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Student Guide...

to Using Performance-Based Teacher Education Materials

Second Edition

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FOREWORD

This guide has been developed to help you, a preservice or inservice vocational teacher or other occupational trainer, understand the general nature and use of the National Center's performance-based teacher education (PBTE) materials. A series of over 125 modularized learning packages focusing upon the specific professional competencies needed by vocational teachers has been developed and extensively field tested. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

Further information on the nature and use of these curricular materials is contained in two slide/tape presentations entitled "U and PBTE"—for orienting teachers to using the National Center's PBTE materials—and "Overview of the Center's PBTE Program." You may wish to ask your resource person for an opportunity to view one or both of these presentations.

Preliminary testing of the original materials (100 modules in categories A–J and 4 guides) was conducted at Oregon State University, Temple University, and the University of Missouri—Columbia. Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan—Flint; University of Minnesota—Twin Cities; University of Nebraska—Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the materials found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories of modules (K–M) have been added to the series, covering the areas of serving students with special/exceptional needs, improving students' basic skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to Lois G. Harrington, Program Associate, for her role in the revision of this guide. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Donna Pritchett for module layout, design, and final art work; and to George W. Smith, Jr. for supervision of the module production process.

Robert E. Taylor
Executive Director
The National Center for Research
in Vocational Education

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FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS, OHIO 43210

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual careers planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute.

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

Student Guide...

to Using Performance-Based Teacher Education Materials

Second Edition

PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

First Edition
Robert E. Norton, Associate Program Director
May W. Huang, Graduate Research Associate

Revision
Lois G. Harrington, Program Associate

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INTRODUCTION

You are about to embark on a new type of learning experience—one that can be exciting and enjoyable, as well as challenging and demanding. We think that you'll like the experience. If you are a teacher-in-training, we think you'll be better prepared, because of your performance-based training, to take your place in the teaching profession. If you are already a teacher, we think you'll become an even more effective teacher because of your performance-based learning experiences.

You'll be doing several things differently and, we think, better. You'll still meet and work regularly with your fellow teachers and with your professors or staff development leaders (coordinators, supervisors), but more of your contacts will be on an individual and small-group basis. You'll have more opportunity to learn by doing, to express your own views and concerns, and to pursue your own learning style and interests.

While there will be fewer, if any, large-group sessions (e.g., lectures), there will be much more opportunity to choose among learning activities and to pursue them at your own pace. You'll find that you will be participating in learning experiences that are directly relevant to your needs as a vocational teacher or occupational trainer.

As with anything else that is new or different, you are likely to have questions about performance-based teacher education (PBTE). It is only natural to be a little bit apprehensive or uneasy about any significant change that will affect you directly. While we are confident that you will like this new approach to teacher education, your questions deserve simple and straightforward answers. This guide has been developed specifically to answer as many of your questions as we could anticipate. It will also serve to explain how learning in a PBTE program can be made easier and more satisfying.

This guide is designed to help orient both preservice and inservice vocational teachers and occupational trainers to PBTE. The information presented in the guide is organized in an easy-to-read, question-and-answer format. The questions that we feel are most likely to be of concern to teachers are categorized under the following two major headings:

I. Questions about PBTE in General

II. Questions about the National Center's PBTE Materials

So that we might all talk and use the same language, Part III consists of a list of PBTE terms you should know. Good luck as you begin a new and more individualized approach to teacher preparation.

Part I

QUESTIONS ABOUT PBTE IN GENERAL

What is performance-based teacher education (PBTE)?

PBTE is an approach to teacher preparation in which the teacher is **required to demonstrate** essential teaching tasks in an actual teaching situation. Actual performance of the tasks ensures that the teacher has not only the knowledge required, but also the **ability to perform** the competencies (teaching skills or tasks) that are essential to successful teaching.

What are the essential teaching competencies?

A teaching competency is defined as the knowledge, skills, and attitudes necessary to perform a critical teaching task (e.g., develop a unit of instruction, direct student laboratory experience, present information with filmstrips and slides). Successful performance as a teacher requires both a solid knowledge of one's **technical subject matter area** (e.g., auto mechanics, horticulture, retailing) and competence in the **professional teaching skills and knowledge.** While both types of learning are essential to teachers, in PBTE programs the focus is on acquiring the teaching skills needed to carry out the instructional process effectively.

What difference will PBTE make?

There is quite a difference between **knowing about** the job and being **able to do** the job. In conventional teacher training programs, individuals may gain knowledge about teaching and yet not develop the ability to teach. The emphasis tends to be on completing courses required for graduation and/or certification. In PBTE programs, however, individuals must demonstrate their ability to perform in an actual teaching situation.

Is competency-based teacher education the same as performance-based teacher education?

Some people distinguish between these two terms, using the word *competency* to emphasize the fact that learning in competency-based programs is

structured around the identified and verified **competencies** needed by teachers. In performance-based programs, the word *performance* is used to emphasize the fact that these programs require teachers to demonstrate their ability to **perform** the essential competencies in an actual teaching setting.

However, all performance-based and competency-based programs, regardless of the specific terms attached to them, must possess the same characteristics. They must be based on identified and verified teacher competencies. They must require performance of those competencies in an actual teaching situation as the ultimate measure of competency. And they must require performance at a minimum level of competency, based on specified criteria. Thus, the terms are, in fact, synonymous.

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Part II

QUESTIONS ABOUT THE NATIONAL CENTER'S PBTE MATERIALS

Who Developed the PBTE Materials?

What is the National Center for Research in Vocational Education?

The National Center is a research and development organization. One of its missions is the development and evaluation of materials for vocational educators. Located at The Ohio State University in Columbus, Ohio, the National Center developed the PBTE materials in response to the need for more innovative and effective ways of preparing and upgrading teachers' skills.

What was the basis for the development of the PBTE materials?

Charged with the responsibility of finding ways to improve vocational teacher preparation, National Center staff members initiated a comprehensive research study to identify the competencies that are important to successful vocational teaching. These competencies, which were verified as important by over 1,100 practicing vocational educators, formed the basis for development of the initial set of PBTE instructional materials. These materials focused primarily on the skills needed in conventional instructional programs designed for those students traditionally served by vocational education.

The passage of time brought changes, however, and additional modules were needed to meet teachers' training needs:

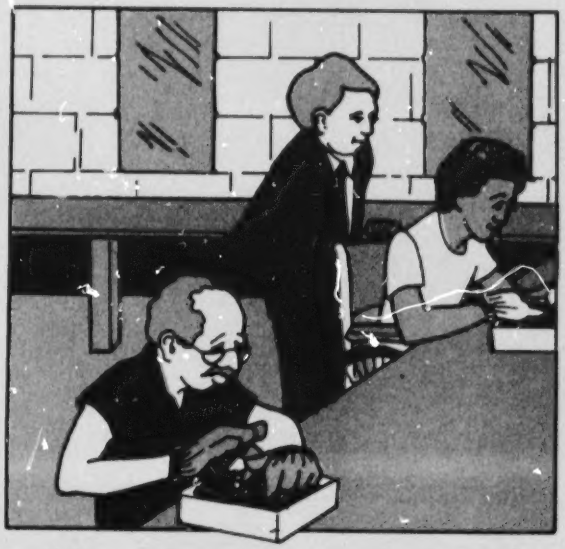
- Increasingly, students with special/exceptional needs were entering vocational-technical programs; teachers needed skill in accommodating such students in their programs.
- Competency-based instructional techniques were being incorporated into occupational training programs at the secondary and postsecondary levels; teachers needed skill in implementing competency-based education successfully.
- The cry for improving students' basic skills was being heard loudly across the nation; vocational-technical teachers needed skill in helping students acquire these skills as part of their occupational training.

In response to these needs, additional research was conducted to identify and verify the competencies important to each of these skill areas. The competencies formed the basis for development of 27 new modules.

Have the materials been field tested?

The initial set of materials was field tested twice—and extensively so. This is a unique feature of these curricular materials when compared with most textbooks and other materials commonly used to prepare teachers. The modules underwent preliminary field testing in three different institutions where both preservice and inservice teachers and their instructors provided detailed feedback. After revision, all 100 modules underwent advanced testing through which detailed feedback was again obtained. Over 2,000 teachers and 300 instructors, located in 20 different institutions, were involved and provided the feedback used in refining the materials for publication.

The 27 new modules underwent a similar testing process. Each of the modules was tested by both preservice and inservice teachers at a variety of secondary-, postsecondary-, and college/university-level institutions nationwide. Based, then, on test results, each module was revised prior to publication. (A list of the institutions involved is given in the foreword to the modules.)



Why Were the PBTE Modules Developed?

What is a PBTE module?

In most performance-based teacher education programs, learning materials are developed and organized into some type of instructional package. In the National Center's curricula, each module is an instructional **package** designed to cover a single teaching skill. Each package includes a series of learning experiences that contain information, activities, and feedback devices to help the teacher acquire the skill.

Why were modules developed?

Modules were chosen as the most suitable type of instructional package available because of the following considerations:

- Modules facilitate the **individualization** of instruction to meet specific teacher needs and interests.
- Modules lend themselves to coverage of a single teaching skill or competency and, hence, because of their short length and limited scope, provide for more **flexible use** by teachers.
- Modules lend themselves to a **performance objectives structure,** which makes it easy for teachers to determine what they are to learn and how their learning will be assessed.
- Modules provide **more options** to the teacher and instructional staff in the selection and sequencing of their instructional program.
- Modules, because of their **size,** are much more easily added to, modified, updated, or discarded than courses or textbooks.

What are the PBTE Modules Like?

What are the major parts of a module?

Each module contains four major sections. Sections, in the order of their appearance in a module, are as follows:

- **Introduction**—The introduction provides the frame of reference for the entire module (i.e., relationship to other modules and to the teacher education program, definition of terms unique to the module, and the importance of the competency to be developed).
- **About This Module**—This section lists the performance objectives for the module, the resources needed, and the prerequisite competencies where appropriate.
- **Learning Experiences**—Each learning experience begins with an overview. The overview uses graphic symbols and brief statements to highlight and describe the major learning activities involved in the learning experience and the type of feedback to be provided to the user.

  Following the overview, each learning experience includes **detailed directions** for completing the required and optional learning activities, as well as **required resources** such as information sheets and feedback devices and instruments.

  The final learning experience always provides for assessing your ability to perform the given competency in an actual teaching situation.

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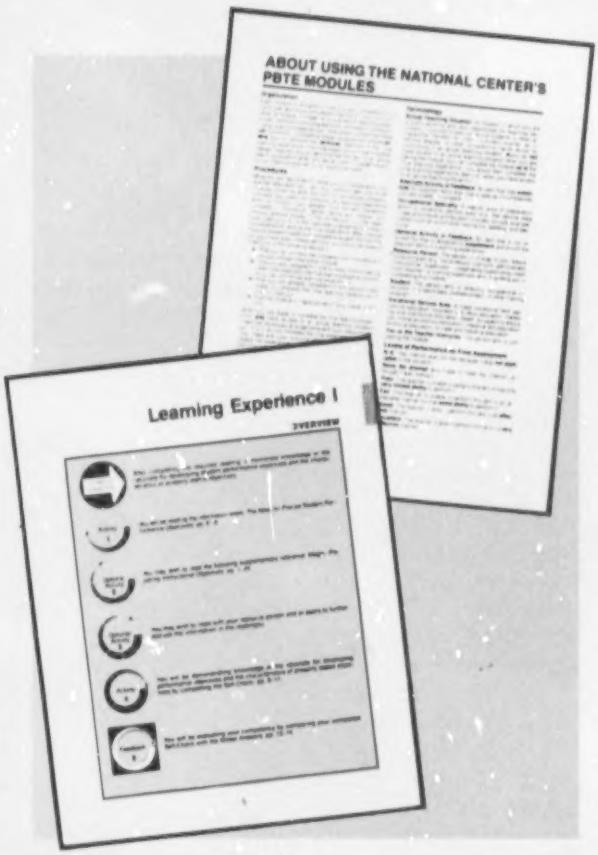

- **About Using the National Center's PBTE Modules**—This section provides an explanation of how all the National Center's PBTE modules are organized, recommended procedures for their use, a definition of terms common to all modules, and an explanation of the various levels of performance used in the assessment instruments contained within the modules.

Why is there more than one learning experience in each module?

When learning about and developing a specific competency in teaching, you need some basic knowledge before putting the competency into use. In most modules, the first one or two learning experiences are designed to provide the necessary **background knowledge** about the teaching competency. The next one or two experiences provide an opportunity for **practice** or **application** of the competency in a simulated situation. In some cases, background knowledge and practice activities may be combined within a single learning experience. The final learning experience always requires the **performance** of the competency in an actual teaching situation.

Why do the modules have optional activities?

Optional activities are designed to supplement and enrich the required learning experiences. Their purpose is to provide more choice, greater flexibility, and additional opportunities for those who desire to further their learning. In addition, you can design additional optional activities of your own as appropriate.

Why are the modules self-contained?

Most of the National Center's modules contain all the materials you will need in order to complete the required activities, thus making them easy for you to use and eliminating any difficulty in finding outside resources. Nearly all the modules contain all the essential background knowledge you will need in the form of information sheets. To provide for enrichment and reinforcement, most modules also suggest optional outside references for your consideration.

How many modules are there in the National Center's PBTE program?

A total of 127 modules have been developed to date. They have been clustered into 13 categories according to professional skill areas; and the covers have been color-coded for easy reference as follows:

Category	Title	Color Code	No. of Modules
A	Program Planning, Development, and Evaluation	Red	11
B	Instructional Planning	Yellow	6
C	Instructional Execution	Turquoise	30
D	Instructional Evaluation	Lime	6
E	Instructional Management	Orange	10
F	Guidance	Gold	5
G	School-Community Relations	Rust	10
H	Student Vocational Organization	Ochre	6
I	Professional Role and Development	Gray	8
J	Coordination of Cooperative Education	Green	10
K	Implementing Competency-Based Education (CBE)	Mauve	6
L	Serving Students with Special/Exceptional Needs	Olive	13
M	Assisting Students in Improving Their Basic Skills	Brown	6
		TOTAL	127

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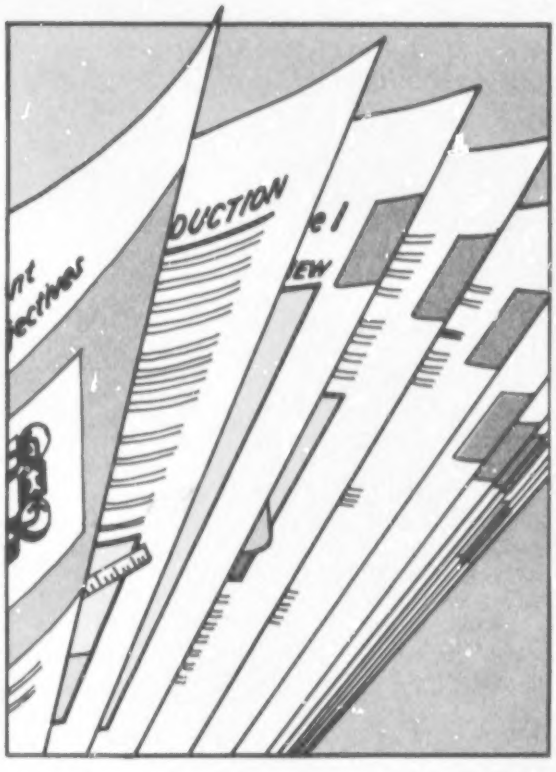


Why are different cover colors used?

Each category of modules has a different cover color to add variety and to aid users in quickly identifying the category to which a module belongs. Each color is also used internally with different degrees of screening to improve the appearance and effectiveness of the illustrations, overviews, samples, and figures. A color tab appears on the margin of each page to aid you in locating specific learning experiences. Selected columns of the various checklists are also shaded to indicate the acceptable levels of performance.

What is the purpose of the illustrations?

You will find the modules contain a considerable number of illustrations and other graphics. These have been included for several important reasons. First of all, they serve to break up the printed copy, making the modules easier to read and visually more appealing. They further serve to add variety, interest, and some humor to the topics covered. Perhaps most important, some illustrations are used to emphasize key points and increase the visual impact (a picture is worth a thousand words) of the materials.

How Can the Modules Be Used Most Effectively?

Do I have to complete all 127 modules?

No. The number of modules you will need to take depends upon your previous experience and your present competency in teaching. Even the number of learning experiences you need to go through in each module is flexible. All of the modules have been designed to allow for a tailor-made program that meets your specific needs and interests.

Who decides how many modules I must complete?

You and your resource person (the instructor, professor, supervisor, administrator, staff development coordinator, or other person responsible for your instructional program) will decide which, and how many, modules you need to complete. (See the back cover of this guide for a listing of the 127 titles available.)

In most cases, certification requirements for secondary school teachers have been established at the state level. In some states, postsecondary-level certification requirements will be specified as well. Individual institutions or districts also often establish professional growth requirements. In addition, professional organizations may recommend completion of a particular set of modules. With the help of your resource person, you will first assess your present teaching skills with regard to these requirements and recommendations. This will help you identify and decide which, and how many, modules you need to complete.

Who will be my resource person?

Your resource person can be a professor, a cooperating teacher, an instructional supervisor, an administrator, a state supervisor, or other qualified person who is responsible for guiding and helping you in planning your teacher/instructor training or professional growth program. The modules are not designed to be totally self-instructional; your resource person should be contacted for assistance whenever you need help in completing a module. The resource person is a very important factor in any successful PBTE program.

Do I have to take modules in a certain sequence?

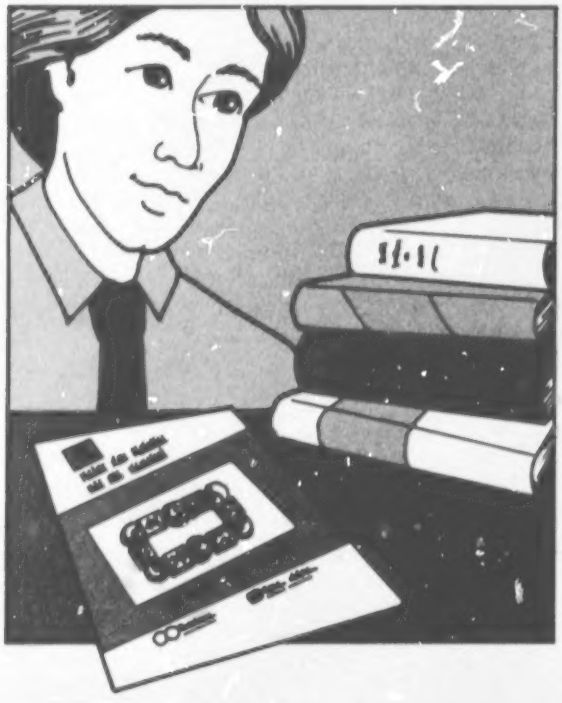
Most modules have been designed as self-contained learning packages, and you can sequence them according to your own needs and interests. However, there are prerequisite competencies for certain modules. In these cases, fulfilling the prerequisite requirements helps you to successfully complete the modules. (See the inside back cover of this guide for a graphic illustration of the competencies—by module number—that are prerequisite to others.)

How much time is required to complete a module?

The time requirement varies from module to module, individual to individual, and situation to situation. The range of time required to complete a particular learning experience varies from about one half hour to two hours. Since most modules consist of three to five learning experiences, most modules will take somewhere between two to ten hours to complete.

Will I need other written resources when I take a module?

Generally not. Most modules are self-contained, but some outside resources are required or recommended for the purpose of providing essential or optional (enriching and reinforcing) learning activities.



Can I team up with others to work on the same module?

Yes. As a matter of fact, you can probably get more out of some modules by working with others as a team. In other cases, you may find that working alone is the best way to get the most out of a module.

How can I get the most out of a module?

A strong desire to learn the competency involved will help the most. In addition, you will find observing the following guidelines very worthwhile.

- Since you will be taking major responsibility for your learning, you will need to know exactly what is to be learned and in what way. Therefore, be sure to spend a few minutes carefully reading through (1) the title page, (2) the introduction, (3) the About This Module section, (4) the overviews of each learning experience, and (5) the About Using the National Center's PBTE Modules section. Thorough understanding of these parts is essential.
- Since modularized learning is in large part self-directed, you need to develop self-discipline in directing your own learning. The best thing you can do is to make out a plan of action and share it with your resource person. A simple planning worksheet is shown in sample 1 for your possible use. You might find it especially helpful to make copies to use as you complete the first few modules.
- Since you have the option of not going through all the learning experiences in each module, you need to be as objective as you can when you assess your present competency and decide which learning experiences you need to complete. Otherwise, you may end up depriving yourself of some knowledge or practice necessary to master a certain competency.
- Since your resource person has the responsibility for helping you whenever you need assistance, you should inform this person about your needs as early as possible so he/she will have sufficient time to assist you or to make other necessary arrangements.

Can persons in different service areas use the modules?

Yes. The learning experiences have been carefully designed so that teachers in all vocational service areas, at both secondary and postsecondary levels,

can use the modules. Furthermore, teachers, supervisors, and teacher educators from all vocational service areas participated in the research effort that identified the competencies upon which the modules are based.

Can industrial arts teachers, adult instructors, industrial trainers, and other occupational trainers benefit from the use of the modules?

Very definitely. Many of the competencies needed by these persons are identical to, or at least closely associated with, those needed by vocational teachers. Selected modules have been used very successfully in training programs for such persons.

Can teachers in general education use the modules?

While the research and development effort focused upon the competencies and materials needed by secondary and postsecondary vocational teachers, general education teachers have found that many of the modules are applicable to their teaching responsibilities. While most of the examples and case studies are drawn from vocational-technical education, the competencies themselves are, for the most part, relevant (generic) to all teachers. Probably most applicable are the modules in Category B: Instructional Planning, Category C: Instructional Execution, and Category D: Instructional Evaluation.

Can experienced teachers benefit from the modules?

Yes. Experienced teachers can definitely benefit if they need any of the competencies covered by the modules. Most teachers, through frank self-appraisal, will discover several competency areas in which they could improve or expand their skills. Besides, the nature and number of competencies involved in the PBTE series require that some of the competencies be obtained through inservice or graduate programs.

You mention "feedback" and "assessment"; what do they mean?

Toward the end of each learning experience, you will get feedback on how well you are doing. It may be in the form of a self-check with model answers, a case study with model critique, or a checklist for you, your peers, and/or your resource person to use to rate your achievement. At the end of each module, your total performance will be assessed by your resource person, using a Teacher Performance Assessment Form specifically designed for each module. Through this continual evaluation process, both you and your resource person will know how far and how well you are progressing in developing each competency.

How will my performance be assessed?

Your overall performance will always be assessed by your resource person on the basis of your performance in the final learning experience of each module you complete. It is important that you keep a record of your activities and keep your resource person well informed of your progress. A suggested record form is shown in sample 2 for your consideration.

Why does the final learning experience have to be completed in an actual teaching situation?

Since the modules are performance-based, it is essential that you demonstrate your ability to perform the competency in an actual teaching situation rather than in a simulated situation or on a paper-and-pencil test.

How will my progress be recorded and/or graded?

The record-keeping system used will vary widely depending upon the type of staff development or teacher/trainer preparation program in which you are participating. Some institutions use the Vocational Teacher Competency Profile chart to record progress in module completion, while others have devised their own forms and procedures. In some instances, grades are given, (e.g., in some teacher education institutions); in other cases, salary increases or certification credits are awarded (e.g., in staff development programs). For a specific answer, you should direct this question to your resource person.

Do I keep the modules?

Yes, if you have paid for them. In a few cases, the university or other agency involved will supply the materials free of charge. Because of their content, it is expected that you will want to keep most of them for future reference.

SAMPLE 1

MODULE WORKSHEET*

Name _____

Module No. _____ Module Title _____

Resource Person(s) for this module:

Name _____ Office _____ Office phone _____

_____ _____ _____

Check off the following study procedures as they are completed:

- ☐ 1. Read the INTRODUCTION
- ☐ 2. Read the ABOUT THIS MODULE section
- ☐ 3. Examine the OVERVIEW of each learning experience
- ☐ 4. Read the FINAL EXPERIENCE
- ☐ 5. Read the ABOUT USING THE NATIONAL CENTER'S PBTE MODULES section

Complete the following with the assistance and counsel of the resource person:

- ☐ 6. Assess present teaching competency
- ☐ 7. Determine need to complete prerequisite modules
- ☐ 8. Other activities: _____

The following learning experiences have been decided upon:

	Completion Dates:	
	Planned	**Actual**
☐ 9. Learning Experience I	_____	_____
☐ 10. Learning Experience II	_____	_____
☐ 11. Learning Experience III	_____	_____
☐ 12. Learning Experience IV	_____	_____
☐ 13. Learning Experience V	_____	_____
☐ 14. Final Experience	_____	_____

The following conferences with resource persons have been scheduled (arrange only those needed):

	Dates
☐ Plan for completing learning activities	_____
☐ Arrange to obtain resources	_____
☐ Report on progress	_____
☐ Arrange for Final Experience assessment	_____
☐ Other _____	

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SAMPLE 2

PERSONAL PROGRESS RECORD*

Performance-Based Teacher Education Program

Name _____ **Subject Major** _____

Enter the date each learning procedure is completed.

Module No.	Module Title	Present Competency Assessed	Decision Made to Take Module	Decision Made to Select Another Module	Conference No. 1	Learning Experience No. 1	Learning Experience No. 2	Learning Experience No. 3	Learning Experience No. 4	Learning Experience No. 5	Ready for Final Assessment	Final Assessment	Conference No. 2	Conference No. 3	Resource Persons

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Part III

PBTE TERMS YOU SHOULD KNOW

Activity:
Refers to one of the several required learning tasks in a module that are designed to help you achieve an enabling or terminal objective.

Actual Teaching Situation:
A situation in which you are actually working with and responsible for teaching secondary or post-secondary vocational students or other occupational trainees. A student teacher, inservice teacher, intern, or other occupational trainer would be functioning in an actual teaching situation.

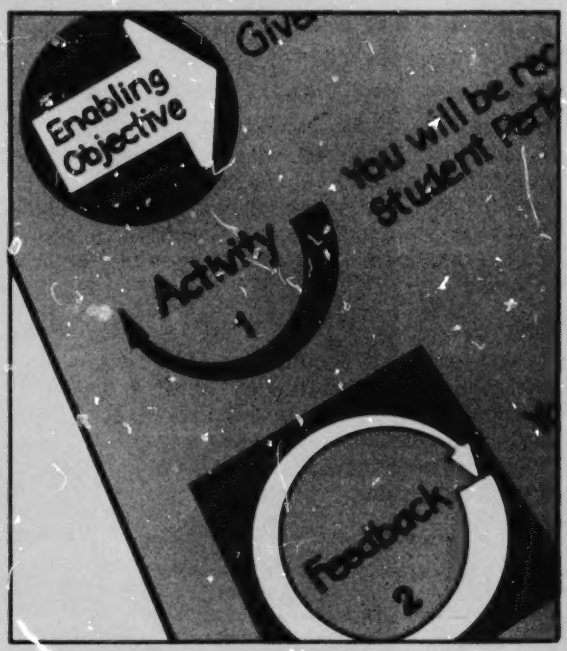
Alternate Activity or Feedback:
An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Competency:
The ability to perform a given occupational task. Acceptable performance of the task may involve knowledge, skills, and attitudes.

Competency or Task Statement:
A short statement that describes a discrete, observable behavior that you must be able to perform. Competency statements start with an action word, followed by the object, and sometimes include qualifiers. Each module title is in the form of a competency statement.

Competency-Based Teacher Education (CBTE):
An approach to teacher preparation in which the **emphasis** is on teachers' developing and demonstrating specified teaching competencies as measured by performance tests. This contrasts with the more conventional approach, in which the emphasis is upon teachers' gaining knowledge about how to teach as measured by written tests. As defined by staff at the National Center, this term is synonymous with the term *performance-based teacher education.*

Enabling Objective:
One of the several process-type objectives designed to help you progress toward achievement of a terminal objective. For each enabling objective in a module, a learning experience has been specifically designed to help you achieve that objective.



Feedback:
A learning activity in which you are provided with information about your progress through model answers, model critiques, product/performance checklists, or other means.

Inservice Teacher:
A person who is already employed and working as a teacher, instructor, or occupational trainer.

Learning Experience:
A series of required, optional, and alternate learning activities contained within each module, the completion of which leads you toward the accomplishment of a single performance objective.

Module:
The type of learning package used in the National Center's PBTE series. Each module covers a specific skill (competency), and each includes a terminal objective, enabling objectives, essential information on the target competency, and evaluation activities. The modules are self-contained, transportable, and designed for individual or group use.

Occupational Specialty:
A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback:
An item that is not required but that is designed to **supplement** and enrich the required items in a module learning experience.

Overview:
The first page of each learning experience in the National Center's modules, with the exception of the final learning experience. The overview uses graphic symbols and brief statements to give you a quick preview of the major learning activities involved in the learning experience and the type of feedback provided.

Peer:
A fellow teacher, a roommate, or a friend who is used in module learning activities to (1) role-play a student, (2) critique your performance, and/or (3) participate with you in seminar-type discussions. Whenever possible, a peer should be a person in your own occupational specialty.

Performance-Based Teacher Education (PBTE):
See *competency-based teacher education.*

Performance Objective:
A statement describing desired teacher performance, the conditions under which the performance is to occur, and the criteria by which the performance will be evaluated.

Preservice Teacher:
A person who is preparing for future employment as a teacher, instructor, or occupational trainer.

Resource Person:
The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing the modules).

Student (in the modules):
The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Terminal Objective:
An objective describing the skill you are expected to perform in an actual teaching situation upon completing the module.

Vocational Service Area:
A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

Vocational Teacher Competency Profile:
A profile chart that displays, in graphic form, the categories and modules that comprise the National Center's PBTE curricula. The profile chart can be used in many ways: to inform you of the competencies covered by the modules, to record your progress in completing modules, as a competency transcript, etc. Your resource person(s) should have copies available.

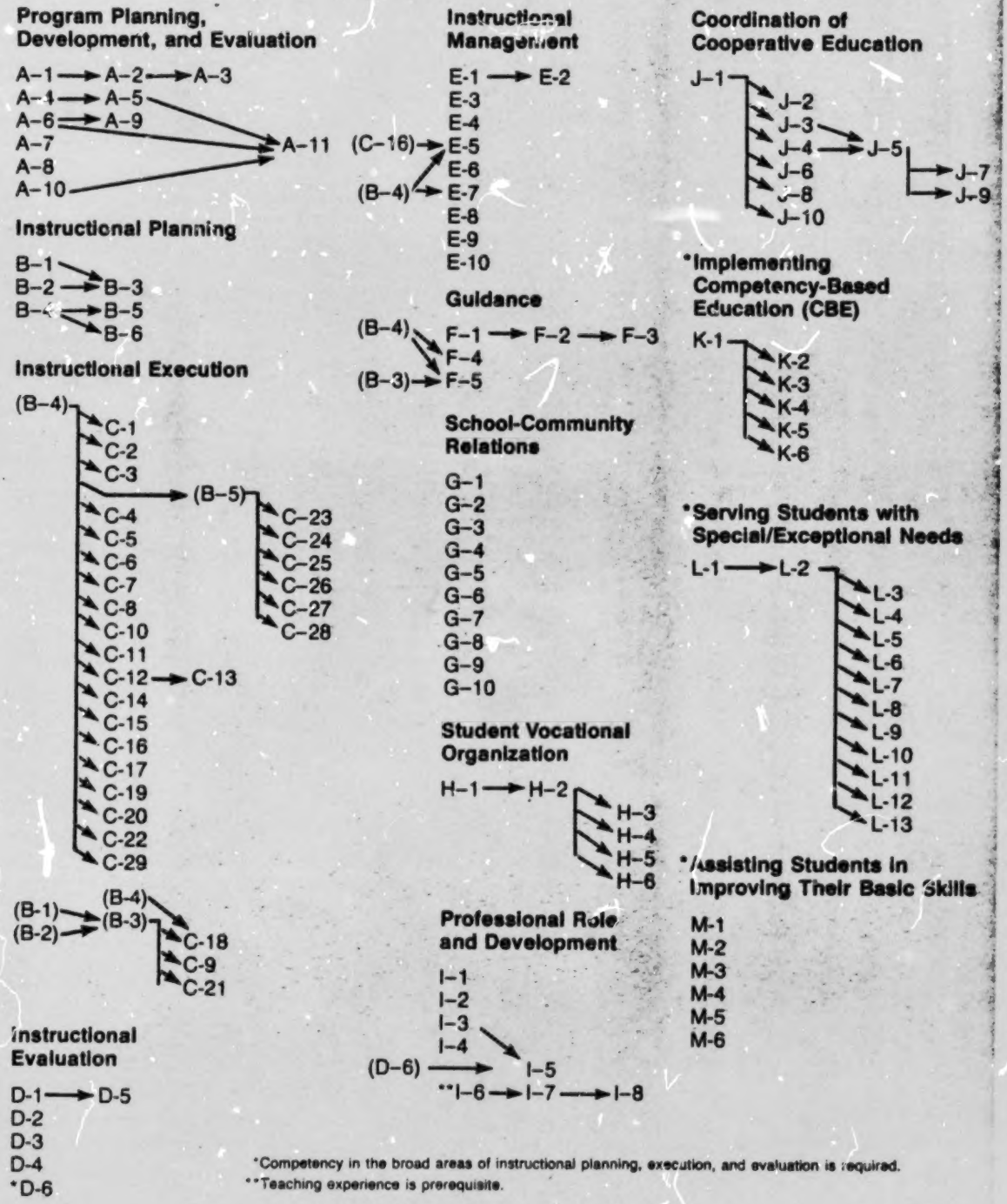
You or the Teacher/Instructor:
The person who is completing the module.

NOTES

NOTES

Prerequisite Competencies for the National Center's PBTE Modules

Modules shown before the arrow (→) are prerequisite to modules to which the arrow points. Module numbers within parentheses ( ) indicate prerequisites from other module categories.



*Competency in the broad areas of instructional planning, execution, and evaluation is required.
**Teaching experience is prerequisite.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

G-1 Develop a School-Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal-Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586